

EYFS Long & Medium Term Planning

PRIME/SPECIFIC AREA – COMMUNICATION and LANGUAGE and LITERACY

Early Learning Goals

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipation key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Children follow instructions involving several ideas or actions. They answer ‘how and why’ questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Speaking, Listening and Understanding

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> -Listens to stories with increasing attention and recall. -Responds to simple instructions -Beginning to understand why and how questions. -Beginning to use more complex sentences to link thoughts. -Builds up vocabulary that reflects the breadth of their experiences. -Uses language to imagine and recreate roles and experiences in play situations. 	<ul style="list-style-type: none"> Maintains attention during appropriate activity. -Listens to stories and respond to what they hear with relevant comments. -Uses questions to respond to stories they have listened to. -Responds to instructions involving a two-part sequence. -Listens to ideas expressed by others. -Uses talk to organise and sequence their thinking. 	<ul style="list-style-type: none"> -Two channelled attention: can listen and do for a short span. -Listens to stories accurately anticipating key events. -Able to follow a story without pictures or prompts. -Introduces a story line or narrative into their play. -Express themselves effectively. -Use past, present and future forms accurately when talking about events that have happened. 	<ul style="list-style-type: none"> -Responds to stories with relevant comments. -Understand humour, e.g. nonsense rhymes and jokes. -Listens to stories and respond to what they hear with relevant questions, comments or actions. -Follows instructions involving several ideas or actions. -Answer ‘how’ and ‘why’ questions about their experiences. -Uses talk to organise, sequence to clarify their thinking or feelings. 	<ul style="list-style-type: none"> -Responds to stories with relevant questions, comments or actions. -Give their attention to what others say and respond appropriately, while engaged in another activity. -Answer ‘how’ and ‘why’ questions in response to stories or events. -Follow instructions involving several ideas or actions. -Listens to others and respond appropriately. -Predict what might happen next in stories. 	<ul style="list-style-type: none"> -Use past, present and future forms accurately in their talk. -Develops own narratives and explanations by connecting ideas or events. -Express themselves effectively and showing awareness of listeners needs. -Listens to what others say and respond appropriately while engaged in another activity. -Respond to ‘how’ and ‘why’ experiences or in response to stories or events. -Develops own narrative and explanations by connecting ideas or events.

Reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> -Developing an awareness of rhyme and alliteration. -Beginning to be aware of the way stories are structured. -Hears and says the initial sounds in words. -Knows that print carries meaning and, in English, is read from left to right and top to bottom. -Recognises familiar words and signs such as own name and advertising logos. -Continues a rhyming string. 	<ul style="list-style-type: none"> -Can segment the sounds in simple words and blend them together. -Links sounds to letters. -Names and sounds the letters of the alphabet. -Enjoys listening to a range of stories. -Uses knowledge of phonemes to decode simple VC words. -Enjoys an increasing range of books. -Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> Begins to read words and simple sentences. -Uses vocabulary that is influenced by their experiences of books. -Uses knowledge of some tricky words and read them in context. -Begin to explain how characters might be feeling (using pictures to support ideas) -Uses knowledge of phonemes to decode simple VC and CVC words. -Be aware that non-fiction texts provide information. 	<ul style="list-style-type: none"> -Recall some key events in stories. -Demonstrate an understanding when talking to others about what they have read. -Predict from pictures to solve new words. -Uses knowledge of some HFW and read them in context. -Continues a rhyming string. -Be able to discriminate between fiction and non-fiction text. 	<ul style="list-style-type: none"> -Recall some key events in stories. -Demonstrate an understanding when talking to others about what they have read. -Predict from pictures to solve new words. -Uses knowledge of some HFW and read them in context. -Continues a rhyming string. -Be able to discriminate between fiction and non-fiction text. 	<ul style="list-style-type: none"> -Reads and understands simple sentences. -Use phonic knowledge to decode words and read them accurately. -Begin to self-monitor and check for meaning. -Blend and read words containing adjacent words. -Make plausible attempts at words using a broader range of visual information. -Understand and discuss some key features of non-fiction texts.

Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> -Begin to break the flow of speech into words. -Gives meaning to marks they make as they draw, write and paint. -Writes own first name with appropriate upper and lower case letters. -Hears and says the initial sounds in words. -Can segment the sounds in simple words and blend them. -Uses some clearly identifiable letters to communicate meaning. -Writes own name and other things such as labels or captions. 	<ul style="list-style-type: none"> -Links sounds to letters. -Names and sounds the letters of the alphabet. -Hears and says the initial sounds in words. -Can segment sounds in simple words and blend them together. -Uses some clearly identifiable letters to communicate meaning. -Represents some sounds correctly and in sequence. -Begin to use letter strings including letters in their own names. -Attempts to write short sentences in meaningful context. 	<ul style="list-style-type: none"> -Experiment with writing for different purposes. -Uses a pencil effectively, e.g. apply correct letter formation. -Record initial and dominant sounds in words. -Writes letters or groups of letters that represent meaning. -Orally compose, rehearse and begin to write a simple sentence. -Be aware of simple grammatical construction and use them orally. I.e. I am. 	<ul style="list-style-type: none"> -Use their phonic knowledge to write words in ways which match their spoken sounds. -Write for a range of purposes. -Uses some tricky words in their writing. -Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. -Begin to show an awareness of how full stops are used. -Uses spaces between words 	<ul style="list-style-type: none"> -Writes simple sentences which can be read by themselves and others. -Writes some words which are spelt correctly and others are phonetically plausible. -Orally compose, rehearse and write a simple sentence. -Be aware of simple grammatical constructions and use them orally and in writing. -Writes some familiar HFW correctly. -Record initial and dominant sounds in more complex sounds. E.g. The dog ran fast. 	<ul style="list-style-type: none"> -Writes words which are phonetically plausible. -Writes some words which are spelt correctly and others are phonetically plausible. -Apply correct letter formation for taught lessons using a pencil effectively. -Writes for a range of purposes. -Writes simple sentences which can be read by themselves and others. -Begin to show awareness of how full stops are used.